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ABSTRACT

This handbook focuses on steps and tasks related to establishing mutual support groups for parents in a school setting. A sequential approach is described that involves: working within the school to get started; recruiting members; training parents how to run their own meetings; and offering off-site consultation as requested. The first section presents an overview of school-based mutual support groups (MSGs), describing what the MSGs are, the benefits of MSGs, and reasons for introducing MSGs into the schools. The next section describes how to start a MSG, including qualities of a good group starter, and selecting a time and place. Methods of member recruitment are discussed next. Issues involved in parent training are discussed in the following section. Preparation, procedure, and presentation guidelines are given for the first six meetings. The group starters' contact with the group after the sixth meeting, which is limited to consultation at the members' request, is discussed. It is concluded that a MSG will not be the answer for every parent, but that one should not underestimate the impact of the group. These exhibits are included: (1) flyers in English and Spanish announcing MSGs for parents; (2) recruitment flyer in Spanish and English; (3) cover letter to teachers accompanying flyers; (4) "guidelines" handout for distribution to members in English and Spanish; (5) meeting format handout for distribution to members in English and Spanish; and (6) advice handout for distribution to members. (ABL)

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SCHOOL-BASED MUTUAL SUPPORT GROUPS FOR PARENTS: AN INTERVENTION GUIDEBOOK

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SCHOOL MENTAL HEALTH PROJECT

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Introduction to Unit on

SCHOOL-BASED MUTUAL SUPPORT GROUPS FOR PARENTS

This unit focuses on steps and tasks related to establishing mutual support groups for parents in a school setting. A sequential approach is described that involves (1) working within the school to get started, (2) recruiting members, (3) training parents how to run their own meetings, and (4) offering off-site consultation as requested.

A. School-Based Mutual Support Groups: An Overview

B. School-Based Mutual Support Groups: Getting Started

C. Member Recruitment

D. Parent Training

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J. "Meeting Format" Handout for Distribution to Members

K. "Meeting Format" Handout for Distribution to Members
(Spanish Version)

L. "W.I.S.E. Advice" Handout for Distribution to Members

M. "W.I.S.E. Advice" Handout for Distribution to Members
(Spanish Version)

SCHOOL-BASED MUTUAL SUPPORT GROUPS: AN OVERVIEW

> On the experience of a parent in a mutual support group:
>
> There is the exhilarating feeling that one is no longer alone--that all parents are in the same boat, whether they can row it or not (p. 48).
>
> Brown, 1976

What are Mutual Support Groups?

Essentially, mutual support groups (MSGs) are "composed of members who share a common condition, situation, heritage, symptom, or experience. They are largely self-governing and self-regulating. They emphasize self-reliance and generally offer a face-to-face or phone-to-phone fellowship network, available and accessible without charge. They tend to be self-supporting rather than dependent on external funding" (Lieberman, 1986, p. 745).

MSGs assume various forms, from the highly structured daily meeting format of the 12-Step programs such as Alcoholics Anonymous to the more informal diurnal gatherings of friends and co-workers. Among other variables, MSGs differ according to size, longevity, structure, technology, level of development, purported goals, public image, and relationships with other MSGs and community service systems (Borkman, 1990; Powell, 1987). The form of MSGs is limited only by the needs and ingenuity of their members.

What are the Benefits of Mutual Support?

Summarizing the benefits of mutual support, authors of the training manual for group starters produced by the California Self-Help Center (CS-HC) state that "groups of people with common concerns start with a potential for mutual understanding and empathy which helps build trust, openness and a feeling of belonging, which in turn, enhances coping, problem solving and self-empowerment."

For the socially isolated, MSGs reduce the sense of aloneness, offering a new community of peers that can be supportive both during and between group meetings. In addition to receiving emotional support and empathic understanding, members acquire practical advice and information from individuals in similar predicaments or life circumstances. MSGs also provide the opportunity for optimistic peer comparisons, as members realize with relief that their problems really are not so extraordinary and that others with similar problems are working toward their resolution. Finally, members of MSGs benefit from what Reissman (1965) has called the helper-therapy principle. According to Reissman, helpers often benefit more than the helped. Helping others purportedly (a) increases feelings of independence, social usefulness, interpersonal competence, and equality with others, (b)

begets social approval, and (c) results in personalized learning and self-reinforcement (Gartner & Reissman, 1977).

Why Introduce Mutual Support Groups into the Schools?

Perhaps the most compelling reason for introducing mutual aid interventions into the schools is that present attempts to serve parents from within the public school system are inadequate. Many schools address the needs of parents by offering parent training sessions (e.g., Dinkmeyer & McKay, 1985). These programs are often targeted at lower SES and ethnic minority parents, who are seen as lacking "appropriate" child rearing skills and as not adequately involved in their children's schooling (Ascher, 1988; Ascher & Flaxman, 1985, Herman & Yeh, 1983). Powell (1988) describes the rationales for such parent education programs as resting on one of two premises: (a) parents are ignorant of new research in child development that would be beneficial to them or (b) parents need to be taught how to relate to their children. These interventions typically consist of a professional providing several lessons and leading a related discussion. Toward the end of such programs, parents often indicate a desire to continue meeting with each other as a resource for ongoing social support (Fritz, 1985). However, without proper training, such groups tend to be short-lived (e.g., Leon, Mazur, Montalvo, & Rodrieguez, 1984).

In contrast to the traditional parent educational model, which aims primarily at imparting information, Powell (1988) describes the support-centered discussion group, which emphasizes the supportive relationship among group members. According to Powell,

> In support groups, discussion is a means of developing ties with other individuals, enabling members to increase the size and resourcefulness of their social networks. Group discussion also serves a social comparison function, allowing members to realize that their parenting experiences and feelings may be similar to others. It is assumed that these group processes lead to a supported parent . . . (whereas) a traditional parent education group (leads to) a well-informed parent. (p. 112)

MSGs constitute a potentially beneficial supplement to current parent training programs, with several advantages. First, the groups are cost effective, involving only minimal initial professional consultation. Additionally, they constitute a nonpathologically focused approach which aims to capitalize on existing strengths rather than remedying "deficits" based on external standards. Because of their self-led nature, MSGs for parents also provide an opportunity for self-efficacy and personal empowerment. By drawing parents into the school, the groups may also lead to enhanced parent involvement in their children's schooling. Moreover, a well-structured group could bestow all the benefits of traditional parent training (by inviting in guest lecturers, for example), while also offering all the advantages of a parent-led group based on an empowerment model.

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SCHOOL-BASED MUTUAL SUPPORT GROUPS: GETTING STARTED

Qualities of a Good Group Starter

A good group starter is a catalyst not a leader. She or he will guide, direct, advise, and model in a way that gives parents confidence in their own abilities. A good starter is self-assured and effective enough to get a group going, yet is not so attached to being in control that he or she does not let the members "own" their group. No specific training or schooling is required.

It is best to begin a group with a co-starter, as working in pairs provides the starters with the support needed to persist. Ideally, a starting pair might consist of one person who works at the school and one parent who is a regular volunteer or who is already involved at the school in some way. If parents are too timid to take on the role of co-starter, they should be encouraged to help in other ways. For example, parents may be able to recruit new members at PTA meetings or help with child care the first few meetings.

Selecting a Time and Place

You may wish initially to survey interested parents regarding their preferred times to meet. Two convenient times for most parents are early in the morning when they drop their children off at school (i.e., around 8:15AM) or in the evening after work and supper (e.g., 7PM). Offering two groups, one in the evening for working parents and one in the morning for other parents is a good idea if feasible. In an ethnically diverse school, groups conducted in different languages usually are necessary.

Initially, have parents meet at the school, a central, neutral location. Later parents may opt to meet in each other's homes. Within the school, a warm and inviting room such as the school library is best. The auditorium can work for bigger groups or if no other rooms are available.

MEMBER RECRUITMENT

There are various ways to spread the word about a new parent group. Many schools have a monthly newsletter which is mailed to all parents, an ideal forum for an announcement. Sending flyers home through the children is another inexpensive way of inviting all parents. (See Exhibits A-E for examples of flyers and Exhibit G for a sample letter to teachers.)

Although flyers are a convenient way of reaching a large number of parents, personal contact can be more compelling. Try approaching parents as they drop their children off at school or calling potential participants. The school may have lists of names and numbers of parents from attendance sheets of previous parent meetings or from PTA enrollment. Interested parents can help spread the word.

Parents respond well when group starters describe the advantages of the group. MSGs are a place to

- get parenting ideas and advice
- join with other parents to give themselves more power in their lives and within the school
- have fun
- meet new friends
- share ideas
- just listen

Recruitment does not always end when the meetings begin. Typically, new members will be welcomed for the first few weeks. Toward this end, a recruitment flyer such as the one displayed in Exhibit F can be distributed by group members. One of the more artistic members may be able to make a poster for prominent display in the school lobby.

PARENT TRAINING

A meeting-by-meeting procedure for training parents how to run their own groups is outlined on the following pages. In essence, the group starters meet with the group for four weeks, explaining the concept of mutual aid and instructing the parents in a format they can use to run their own group. At the fifth meeting, parents are encouraged to meet on their own to practice their new skills and gain confidence in their own autonomy. At the sixth meeting, the starters return for a final time to encourage the group and to say good-bye. Thereafter, they serve as off-site consultants at the members' discretion.

GETTING STARTED CAN BE FRUSTRATING. REMEMBER:

1. BE PATIENT

   It can take time to get the word out about a new group. In the beginning, several dedicated parents are all you need.

2. BE FLEXIBLE

   Group size and membership may vary from week to week. Be ready to help newcomers get going.

3. GIVE AWAY YOUR POWER

   Forming a mutual support groups is a way of empowering parents, so let them play a leading role from the beginning. For example, let parents help set up the room if they get there early. When asked a question, encourage other members to respond.

Meeting #1: Introductions and Guidelines

Preparation

Make contact with partner
Recruit someone to look after the children (an older student may be available)
Check that the school has reserved the room for you
Come early to prepare coffee and refreshments and set up the room
Get name tags for parents
Call the parents who have expressed an interest to remind them to come

Procedure

Greet members as they arrive and give them a name tag to fill out
Serve refreshments
Sit in a circle
Go around the circle having members say name and children's names and ages
Make the group presentation (see below)
Group discussion time
    Members take turns saying what they would like from the group
    General discussion
Wrap-up
    Members each say what they learned or liked about the group
At the end
    Ask for a volunteer for refreshments for next meeting
    Ask members to bring a friend, neighbor, or spouse next time

Presentation

A. Concept of mutual support: Parents helping parents
    Parents can support each other.
    We think you have a lot of knowledge to share.
    You are all experts at something.

B. The role of the group starters
    We are group starters, not group leaders.
    We will help the group get started.
    We will teach you how to run the group.
    We will teach you how to take turns leading the group
        so that no one does all the work.
    Afterwards, parents will run the group.
    We will help out only when you want us to.

C. The schedule of the group
    We will all meet together for four weeks.
    The group will meet on their own without the starter meeting #5.
    The group starter will come back for meeting #6.
    The group starter will then be available by phone.

4. Guidelines (distribute and discuss "Guidelines" handout)

Meeting #2: The Four-Part Format

Preparation

Make contact with partner
Call to remind parent who volunteered to bring refreshments
Recruit someone to look after the children (an older student may be available)

Procedure
Greet members as they arrive
Make a name tag for each if there are many new members
Refreshments served
Sit in a circle
Go around the circle saying name and children's names and ages
Make the group presentation (see below)
Lead the group in the 4-part format
At the end
    Select a leader and timekeeper for the next meeting

Presentation

A. Briefly review introductory presentation
    1. Parenting helping parents
    2. Role of the group starters
    3. Group schedule

B. Briefly review "Guidelines" handout--see if members can remember them
    1. Time
    2. Attendance
    3. Confidentiality
    4. No cross-talk

C. Distribute and discuss "Meeting Format" handout

Meeting #3: Parents' Turn

Preparation

Make contact with partner
Call to remind leader to bring refreshments and timekeeper to bring toys or another person to care for the children

Procedure

Greet members as they arrive
Refreshments served
Go around circle, checking in
Make the group presentation (see below)
The group leader and timekeeper chosen last time run the meeting according to the 4-part format
Announce that the group starter will try to remain quiet but will be available for questions
At the end:
- Discuss what it was like for the group leader and timekeeper
- Make sure group leader and timekeeper are chosen for the next meeting
- Be sure to praise the timekeeper and group leader and reinforce the group for running the meeting by themselves
- If necessary, ask for volunteers to recruit new members either by calling or distributing handouts

Presentation

A. Review introductory presentation
   1. Parenting helping parents
   2. Our role
   3. Group schedule

B. Review "Guidelines" handout--see if members can remember them
   1. Time
   2. Attendance
   3. Confidentiality
   4. No cross-talk

C. Review "Meeting Format" handout
   1. 4-part format
      - Announcements
      - Check-in
      - Group Discussion
      - Wrap-up
   2. Roles of leader and timekeeper

Meeting #4: "W.I.S.E. Advice"

Preparation

Make contact with partner
Call to remind leader to bring refreshments and timekeeper to bring toys or another person to care for the children

Procedure

Greet members as they arrive
Go around circle, checking in
Make group presentation
The designated group leader and timekeeper run the meeting according to the 4 - part format.
Announce that the group starter will try to remain quiet but will be available for questions.
At the end:
- Discuss what it was like for the group leader and timekeeper
- Make sure group leader and timekeeper are chosen for the next meeting
- Be sure to praise the timekeeper and group leader
- Reinforce the group for running the meeting by themselves
- Ask members if they would like a list of their names and telephone numbers to be distributed at the meeting #6
- Remind the group that they will be meeting on their own next time

Presentation

A. Review "Guidelines" handout--see if members can remember them
   1. Time
   2. Attendance
   3. Confidentiality
   4. No cross-talk

B. Review "Meeting Format" handout
   1. 4-part format
      - Announcements
      - Check-in
      - Group Discussion
      - Wrap-up
   2. Roles of leader and timekeeper

C. Introduce the topic of advice giving
   1. General discussion of good vs. bad advice - solicit examples
   2. Distribute and discuss "W.I.S.E. Advice" Handout
   3. Practice with a sample problem

Meeting #5: On Their Own

Preparation

Make contact with partner
Call to remind leader to bring refreshments and timekeeper to bring toys or another person to care for the children

Procedure

Parents meet on their own

Meeting #6: Consolidation and Good-byes

Preparation

Make contact with partner
Copy the list of parent names and phone numbers if parents requested it

Procedure

Go around circle, checking in
Find out how the meeting #5 went
Announce that this is the last time the group starter will be present during the group but emphasize that the starter will call to check how things are going and can be contacted at any time (be sure to leave an address and telephone number at the office)
Remind group of options available to them, such as meeting biweekly or monthly, inviting speakers in, making announcements at PTA meetings, etc.
Make group presentation
The designated group leader and timekeeper run the meeting according to the 4-part format
Announce that the group starter will try to remain quiet but will be available for questions as usual
At the end:
    Distribute list of members' names
    Encourage the group in their independence
    Good-byes

Presentation

Two last pieces of advice:

1. Learning to Listen - sometimes you can be most helpful to a group member by listening empathically without interrupting.

2. Disclosure - one way to be supportive to another group member is to disclose a similar experience. By saying, "Me, too!" you can show the other person that you understand how he or she feels.

OFF-SITE CONSULTATION

After the sixth meeting, the group starters' contact with the group will be limited to consulting at the members' request. Although the separation may be tearful for both sides at first, it is essential to the empowerment model to allow the parents to continue on their own. The process of actively participating in and leading their own group can be as beneficial to parents as what they learn from the content of the meetings.

Typical Reactions to the Starters' Departure

After the groups starters leave as active participants, two extreme reactions may occur: (1) the members never attempt to make contact with the group starters or (2) the members continually contact the starters, trying to convince them they cannot continue on their own. The former situation should be seen as a victory. The group members who do not contact the starters have learned to function on their own. (Ironically, although this is the desired outcome, the group starter may feel sorrow at no longer being needed!) At the other extreme, a group whose members can not separate from the starters, requires some additional intervention. Be patient and supportive. Some groups take longer to trust their own power and ability. If necessary, the group starters can come back and visit the group after the members have run several meetings on their own. At this point, the starters should contribute only as participants and should not direct the meeting.

Common Consultation Requests

In contrast to both these extreme reactions, most groups will continue on their own with only an occasional call. Typical concerns members raise are how to recruit new members or what to do with a troublesome member. As in all contacts with the group, the starters should strive to empower the parents. Often parents can resolve their dilemmas once they are given permission to trust their own abilities. In the case of recruiting, the starter can urge the members to use the strategies employed initially. The structure of the meetings, with rotating roles for group leaders and timekeepers, will help lessen the negative effects of controlling or inactive members. In the event that some members are disruptive, the starters can help the members problem solve among themselves or can make appropriate referrals.

A FINAL WORD

A mutual support group will not be the answer for every parent, so expect some drop outs. And some groups may not survive at all. However, do not underestimate the impact of the group. Even in a few short meetings, parents may have learned something important.

EXHIBITS

A. Flyer Announcing MSGs for Parents

B. Flyer Announcing MSGs for Parents
(Spanish Version)

C. Flyer Announcing MSGs for Parents

D. Flyer Announcing MSGs for Parents
(Spanish Version)

E. Flyer Announcing MSGs for Parents
(In Spanish and English)

F. Recruitment Flyer
(In Spanish and English)

G. Cover Letter to Teachers Accompanying Flyers

H. "Guidelines" Handout for Distribution to Members

I. "Guidelines" Handout for Distribution to Members
(Spanish Version)

J. "Meeting Format" Handout for Distribution to Members

K. "Meeting Format" Handout for Distribution to Members
(Spanish Version)

L. "W.I.S.E. Advice" Handout for Distribution to Members

M. "W.I.S.E. Advice" Handout for Distribution to Members
(Spanish Version)

Exhibit A: Flyer Announcing MSGs for Parents

You are invited to attend Parenttalk

- a new parent support group!

WHAT IS PARENTTALK?

Parents talking to parents in small weekly discussion groups.

- Talking about raising children, discipline, school, gangs, drugs, or anything else
- Sharing experiences
- Receiving advice and support
- Making new friends
- Having fun!

WHO IS THE GROUP FOR?

You! The group is FOR and will be run BY parents. With some initial help from a group trainer, parents will learn how to run the meetings. Parenttalk is a way for parents to help parents, not for professionals to tell parents what to do.

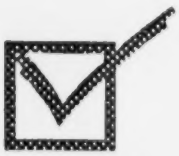
HOW DO I JOIN?

Fill in the form below and send it back to school in the envelope attached!

EVEN IF YOU ARE NOT ABLE TO ATTEND, PLEASE COMPLETE AND RETURN THE FORM.

CHECK ONE:

_____ NO, I am not interested in a parent-led group.



_____ YES, please send me more information.

The best days of the week for me are (circle):

Monday Tuesday Wednesday Thursday Friday

The best times of the day for me are (circle):

8 9 10 11 Noon 1 2 3 4 5 6 7

Child care will be provided at the meetings.

Child's Name: _____ Child's Teacher: _____

Your name: _____

Home Phone #: _____ Work Phone #: _____

Best times to call: _____

Is it OK if we call you? _____ YES _____ NO

Exhibit B: Flyer Announcing MSGs for Parents (Spanish Version)

Esta Usted Invitado Asistir a
PadresHablan

- un nuevo grupo de apoyo para padres!

¿Que es PadresHablan?

Padres platicando con padres en pequeno grupos semanales.

- Hablando sobre criar ninos, disciplina, escuela, pandillas, o cualquier otra cosa
- Compartiendo experiencias
- Recibiendo apoyo y consejos practicos
- Haciendo nuevas amistades
- Divertiendose

¿PARA QUIEN ES EL GRUPO?

Usted! Professionales ayudaran a comenzar el grupo y ayudaran a los padres a dirijir las juntas. Regresaran cuando ayuda sea necesaria. Sin embargo, el grupo es PARA y sera manejado POR los padres.

¿COMO ME INGRESO?

Llene la forma que esta abajo y regresela a la escuela en el sobre incluido.

AUNQUE USTED NO PUEDA ASISTIR, POR FAVOR LLENE Y DEVUELVA LA FORMA.

MARQUE UNA:

_____ NO, no estoy interesado en el grupo de padres.

_____ SI, por favor mandeme mas informacion.

Los mejores dias de la semana para mi son (encircule):

Lunes Martes Miercules Jueves Viernes Sabado Domingo

Las mejores horas del dia para mi son (encircule):

8 9 10 11 12 1 2 3 4 5 6 7

Cuidado de ninos sera disponible en todas las juntas.

Nombre del nino: _____

Su nombre: _____

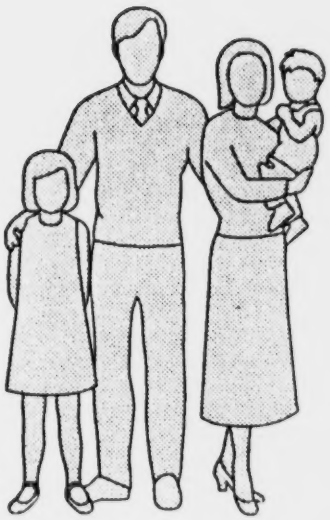
Numero de casa: _____ Numero del trabajo: _____

Mejor tiempo para llamar: _____

Esta bien si le llamamos? _____ SI _____ NO

Exhibit C: Flyer Announcing MSGs for Parents

You are invited to attend
ParentTalk
- a new parent support group!



WHAT IS PARENTTALK?

Parents talking to parents in small weekly discussion groups.

- Talking about raising children, discipline, school, gangs, drugs, or anything else
- Just listening to other parents
- Receiving advice and support
- Making new friends
- Having fun!

CHILD CARE WILL BE PROVIDED AT THE MEETINGS.

WHO IS THE GROUP FOR?

You! The group is FOR parents and will be run BY parents. With some initial help from a group trainer, parents will learn how to run the meetings.

HOW DO I JOIN?

Fill in the form below and send it back to school in the envelope attached!

EVEN IF YOU ARE NOT ABLE TO ATTEND, PLEASE COMPLETE AND RETURN THE FORM.

CHECK ONE:

_____ NO, I am not interested in a parent-led group.

_____ YES, I am interested and would like some more information.

Child's Name: _____

Your name: _____

Home Telephone #: _____ Work Telephone #: _____

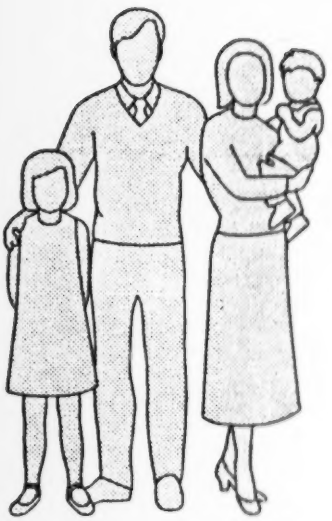
Best times to call: _____

Is it OK if we call you? _____ YES _____ NO

Exhibit D: Flyer Announcing MSGs for Parents (Spanish Version)

Esta Usted Invitado a Asistir
PadresHablan

- un nuevo grupo de apoyo para padres!



¿Que es PadresHablan?

Padres platicando con padres en pequeno grupos semanales.

- Hablando sobre criar ninos, disciplina, escuela, pandillas, o cualquier otra cosa
- Solamente escuchando a los otros padres
- Recibiendo apoyo y consejos practicos
- Haciendo nuevas amistades
- Divertiendose

CUIDADO DE NINOS SERA DISPONIBLE
EN TODAS LAS JUNTAS.

¿PARA QUIEN ES EL GRUPO?

Usted! El grupo es PARA los padres y sera manejado POR los padres. Professionales ayudaran a comensar el grupo y ayudaran a los padres a dirijir las juntas. Habra un grupo para las personas que hablan espanol.

¿COMO ME INGRESO?

Llene la forma que esta abajo y regresela a la escuela en el sobre incluido.

AUNQUE USTED NO PUEDA ASISTIR, POR FAVOR LLENE Y DEVUELVA LA FORMA.

MARQUE UNA:

_____ NO, no estoy interesado en el grupo de padres.

_____ SI, por favor mandeme mas informacion.

Nombre del nino: _____

Su nombre: _____

Numero de telefono de casa: _____ del trabajo: _____

Mejor tiempo para llamar: _____

Esta bien si le llamamos? _____ SI _____ NO

Exhibit E: Flyer Announcing MSGs for Parents (In Spanish and English

You are invited to attend
ParentTalk

- a new parent discussion group!

Parents talking to parents in small weekly discussion groups.

* Talking about raising children, discipline, school, gangs, drugs, or anything else
* Just listening to other parents
* Receiving advice and support
* Making new friends
* Having fun!

CHILD CARE WILL BE PROVIDED AT THE MEETINGS.

Esta Usted Invitado a Asistir
PadresHablan

- un nuevo grupo de platicas para padres!

Padres platicando con padres en pequeno grupos semanales.

* Hablando sobre criar ninos, disciplina, escuela, pandillas, o cualquier otra cosa
* Solamente escuchando a los otros padres
* Recibiendo apoyo y consejos practicos
* Haciendo nuevas amistades
* Divertiendose

CUIDADO DE NINOS SERA DISPONIBLE EN TODAS LAS JUNTAS.
Habra un grupo para las personas que hablan espanol.

CHECK ONE/MARQUE UNA:

_____ NO, I am not interested in a parent-led group.
NO, no estoy interesado en el grupo de padres.

_____ YES, please send me more information.
SI, por favor mandeme mas informacion.

Child's Name/Nombre del nino: _____

Your name/Su nombre: _____

Home Phone #/Numero de telefono de casa: _____

Work Phone #/Numero de telefono del trabajo: _____

Is it OK if we call you? _____ YES _____ NO Esta bien si le llamamos? _____ SI _____ NO

TUESDAYS / LOS MARTES 8:15AM

Exhibit F: Recruitment Flyer (In Spanish and English)

You are invited to attend

ParentTalk

- a new parent support group!

Parents talking to parents in small weekly discussion groups.

- *Talking about raising children, discipline, school, gangs, drugs, or anything else*
- *Just listening to other parents*
- *Receiving advice and support*
- *Making new friends*
- *Having fun!*

CHILD CARE WILL BE PROVIDED AT THE MEETINGS.

TUESDAY MORNINGS 8:15 TO 9:45AM
THURSDAY EVENINGS 7:00-8:30PM

Esta Usted Invitado a Asistir

PadresHablan

- un nuevo grupo de apoyo para padres!

Padres platicando con padres en pequeno grupos semanales.

- *Hablando sobre criar ninos, disciplina, escuela, pandillas, o cualguier otra cosa*
- *Solamente escuchando a los otros padres*
- *Recibiendo apoyo y consejos practicos*
- *Haciendo nuevas amistades*
- *Divertiendose*

CUIDADO DE NINOS SERA DISPONIBLE EN TODAS LAS JUNTAS.
Habra un grupo para las personas que hablan espanol.

MARTES 8:15-9:45AM

Exhibit G: Cover Letter to Teachers Accompanying Flyers

Dear Teacher:

As part of the district's KEIP project, we will be giving parents the opportunity to join support/discussion groups here at the school.

For the program to be a success, we need to make certain that the attached flyers are given to the students and that they are encouraged to take them home to their parents.

As you can read in the flyer, we are asking parents to fill out the flyer, put it in the attached envelope, and have their children bring it back to you. There is a big box in the office where all the envelopes are being collected. Please just drop them off as they come in.

The new parent groups are called "ParentTalk/PadresHablan." There will be a group for English-speakers and a group for Spanish-speakers. We are going to help the parents get the groups going and then the parents will meet on their own.

We are going to tally all the responses and then call the parents to let them know when the first group will be meeting.

If you have any questions, please feel free to contact Perry Nelson at (213) 825-3634.

Thank you for continuing to make KEIP a successful program!

Exhibt H: "Guidelines" Handout for Distribution to Members

PARENTTALK

GUIDELINES

1. *Time Limits*

   The group starts on time and ends on time.

2. *Attendance*

   Try to come to every meeting,
   especially in the beginning.
   New members are always welcome.

3. *Confidentiality*

   Do not gossip.

4. *No Cross-Talk*

   Do not interrupt other people.

Exhibit I: "Guidelines" Handout for Distribution to Members
(Spanish Version)

PADRESHABLAN

REGLAMENTOS

1. ***Limites de Tiempo***

   El grupo comienza a tiempo
   y se termina a tiempo.

2. ***Assistencia***

   Tratar de venir a cada junta,
   especialmente a las primeras juntas.
   Nuevos miembros siempre son bienvenidos.

3. ***Confidencialidad***

   No chismes.

4. ***No Hablar al Mismo Tiempo***

   No interumpe a otra qente.

Exhibit J: "Meeting Format" Handout for Distribution to Members

PARENTTALK

FOUR-PART MEETING FORMAT

1. *Announcements*
   -Any news or upcoming events.

2. *Check-in* (go around the circle)
   -Hello, my name is _____.
   -I am feeling _____ today.
   -I would like to talk or hear about _____.

3. *Group discussion time*
   -Everyone gets a chance to talk.
   -Remember, no cross-talk!
   -Just listening is OK, too.

4. *Wrap-up* (go around the circle)
   -Thank you for helping me with _____.
   -See you next time!

LEADER AND TIMEKEEPER

1. *Leader*
   -Brings refreshments
   -Greets new members and explains the group to them
   -Reviews guidelines at beginning of meeting
   -Makes sure everyone gets a chance to talk
   -Chooses a leader and timekeeper for next meeting

2. *Timekeeper*
   -In charge of child care
   -Makes sure meeting starts on time
   -Announces when its time for the wrap-up
   -Makes sure meeting ends on time

Exhibit K: "Meeting Format" Handout for Distribution to Members (Spanish Version)

PADRESHABLAN

LAS CUATRO PARTES DEL GRUPO

1. *Anuncios*
   -Alguna noticia o eventos

2. *Que Tal* (go around the circle)
   -Hola, mi nombre es _____.
   -Hola, yo me siento _____ hoy.
   -Me gustaria hablar o escuchar algo acercade _____.

3. *Tiempo Para Discusion*
   -Todas tienen una oportunidad de hablar.
   -Acuerdanse de no hablar al mismo tiempo.
   -Solamente escuchar esta bien.

4. *Dar Cierre* (go around the circle)
   -Gracias d ayudarme.
   -Nos vemos para la proxima junta.

LIDER AND GUARDATIEMPO

1. *Lider*
   -Trae refrescos
   -Saluda a nuevo miembos y les explica del grupo
   -Revisa los reglamentos al comienzo del la junta
   -Asegura que todos tengan oportunidad de hablar
   -Escoge al lider y al guardatiempo para la siguiente junta

2. *Guardatiempo*
   -Esta encargo del cuidadode ninos
   -Asegura que la junta comienze a timepo
   -Anuncia cuando es hora de "Dar Cierre"
   -Asequra que la junta termine a timepo

Exhibit L: "W.I.S.E. Advice" Handout for Distribution to Members

PARENTTALK

W.I.S.E ADVICE

W - Does the person want to hear advice?

I - Are you informed about what the person has already tried?

S - Has the advice you want to give been successful for you?

E - Are you trying to be empathic and caring as well as helpful?

Exhibit M: "W.I.S.E. Advice" Handout for Distribution to Members
(Spanish Version)

PADRESHABLAN

COMO Y QUIEN LO D.I.C.E.

D -¿Esta la persona dispuesta a ár sugerencías?

I - ¿Estas informada de lo que ya ha tratado
de hace la persona?

C - ¿Estas tratando de comprender y ayudar?

E - ¿Las sugerencías que has dado han sido un exito?

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